**Strategy Lesson Plan**

**Time: 30 min.**

**Co-Teachers: Jon & Janelle**

**Instructional Strategy: New American Lecture**

**TPA Approved Lesson Plan Template**

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| **Desired Results** | | |
| **Co-Teaching: List the co-teaching style you’ll be using and why you have chosen this co-teaching method.**  The co-teaching style we are going to use is the parallel teaching method, alongside the New American Lecture. We chose this method because we are both lively people and are conducive on the topics we want to teach to the students. | **~~Learning Objective:~~** | |
| **Assessment Evidence** | | |
| **What do you want your students to know?**  We want our students to know the basics about stories and its elements included within the stories (plot, setting, narration, types of characters) | **Learning Objective: Key Understanding(s) you intend students to obtain:**  The plot terms, their use, and where they fall within a story is one understanding. Other understandings include the different kinds of conflict in stories, the different variations of characters, the interpretive value of themes and symbols in a story, and the styles of narration inside a story. | |
| **Group Accountability (Formative Evaluation)**  **How will you check to see whether your class has met your learning objectives?**  We will have students write out the plots to their favorite movie. Other formative assessments include discussions about what they have learned in the class and the lecture, and journaling their thoughts on what they had learned. | **What do you want students to be able to do?**    The students will be able to successfully interpret and analyze various types of literature. | |
| **Learning Plan** | | |
| **What key vocabulary/language will students need to know to meet the learning objective?**  Plot (exposition, inciting incident, rising action, climax, resolution), setting, conflict (self vs. self, self vs. other, self vs. environment), narration (1st, 2nd, 3rd, omniscient, limited), themes, symbols, characters (round, flat) | **How will you teach this key vocabulary to enable students to meet the learning objective?**  Visually, through use of the plot structure map, through examples, to understand the key terms, and participation from the students in the classroom. | |
| **What is/are the Essential/Guiding Question(s) for this Lesson? (It should correlate to your learning objective.)**  **-** What does it take to truly know and appreciate a story? | **~~How will you differentiate for all the learners~~.** | |
| **Materials/Resources Required:**  Paper Pens/Pencils Graphic Organizer (handed out, plot structure)  White board | | |
| **SCHEDULE OF ACTIVITIES** | | |
| **Method/Strategy**  (What will you do? What do you expect students to do? Include set induction and closing.) | | **Time Allotment** |
| Essential question: What does it take to truly know and appreciate a story? Hook: Describe your favorite movie/book/story | | 4 minutes |
| Plot – structure, map | | 14 minutes |
| Activity: give an example of flat/round character | | 1 1/2 minutes |
| Description of flat/round characters (definitions) | | 1 minute |
| Activity: give an example of flat/round character | | 1 ½ minutes |
| Narration – 1st, 2nd, 3rd (limited, omniscient) | | 8 minutes |